

**L1 USED BY THE STUDENTS IN GROUP DISCUSSION
ACTIVITY**

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Fransisca Anindya Rosanti
112010059

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA 2016
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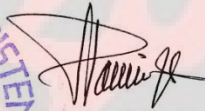
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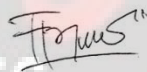
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L1 USE BY THE STUDENTS IN GROUP DISCUSSION ACTIVITY

Fransisca Anindya Rosanti

ABSTRACT

This study aims at finding out the pattern of using L1 in group discussion activity in terms of reasons, the frequency, and purpose, and also the factors driving the use of L1 in group discussion in International Primary Education (BIPE). Sixteen students were chosen to participate in this study. The data of this study was collected by using questionnaire and interview. The finding of this study reveals that there are three factors that drive the students using L1 in group discussion. Those three factors are related to the activities in the group discussion itself, the second factor is related to the familiarities of the topics, and the third is about language-related problems. The finding of this study also reveals that there are three patterns of using L1 by the students in the classroom activity. Those are the reason for using L1 in group discussion activity, the frequency of using L1, and the purpose of using L1. Regarding the students' opinions, they assume that they can use L1 in classroom activity. The reasons that underlie their opinions are L1 could be a helpful and facilitating tools and an effective means in the learning process.

Keyword: First language (L1), Second Language (L2), Group Discussion Activity, Classroom.

INTRODUCTION

English gains its status as a global language for various role it plays. People assume that learning English is a must. As a student who learns English as my major, the writer concern about learning English by using L1 (Bahasa Indonesia) in group discussion activity. The writer usually saw that English is learnt not pure by using English itself, but also using L1 in teaching and learning process. English is learned not only using English word itself. But still, we use our language (Indonesian) to learn English skills/ words. In this process especially in EFL classroom situations, students are required to use L2 more frequently and avoid using L1, since the target language is English. This situations also part of learning policy faced by the students as the

participants of the learning process itself, in this case the students of International Primary Education (BIPE) of Faculty of Teacher Training and Education year 2012.

To come up with this topic, the writer also shows previous related studies that showed the use of L1. In a study involving the use of L1 in an EFL classroom setting, Dullay et al. (1982) also argue that most second language learners' errors are not resulted from the differences between the first and second languages. They studied the L1 had a far smaller effect on the learning the L2. The studies showed, only 5% of the grammatical errors that children made and at most 20% of the ones adults made could be traced to crossover from the L1. So, from this study they concluded that learners' L1 are no longer believed to interfere with their attempts to acquire second language. This study showed that using L1 by the learner especially in group discussion activity can be helpful for them to communicate and speak up their word without being afraid of making errors, and also, students can still achieve the target language in the EFL classroom itself by using L1 (Indonesian) as their tool to communicate in group discussion activity.

Mouhanna (2009) who conducted to explore the role of L1 in the EFL classrooms of lower level students have higher demand for L1 use. In other words, the research indicates "L1 should be incorporate as a pedagogical tool for learning particularly at lower levels". Since their English proficiency is very low, they need some support to build up grammar and vocabulary knowledge. From this study, it showed that using L1 cannot be neglected from the learners. Students who come up from different place and have different mother tongue will faced difficulty in communicate, especially in group discussion activity in classroom, without using L1 (Indonesian). In here, L1 facilitate the learners as their tool to communicate better.

As the part of cooperative and communicative learning in classroom, students usually asked to work together with other students. By doing this, students are expected to achieve the goal of the learning process itself, which is students, can master L2 as the target language in classroom. By cooperating and communicating to the member of the group, students can feel more comfortable to communicate with other member of the group since they are in the same level of proficiency. But, in the university which the students are often foreigners, they come from many various city and tribes with different mother tongue. By neglecting L1 use by the students to communicate in group discussion, students will face difficulty. Each student has different proficiency level in English. To make their communication in group discussion better, students will change the language immediately when they face difficulty in using English to communicate with the member of the group.

By using L1 in group discussion, students can communicate better and feel confidence to speak up their mind. This strategy can be used by the teacher to make the students can achieve L2 as the target language in classroom by using L1. In this Dullay, Burt, and Krashen (1982) state that the use of L1 has no longer cause problems. The point is, it can be valuable for the learner to use the L1 in a foreign language learning process. In addition, Auerbach (1993, pp. 10-11) emphasizes the most important fact is that using L1 in the classroom allows for the language to be used as a meaning-making tool and for language learning becoming a means of communicating ideas rather than an end in itself.

The writer usually saw that students were using L1 in their communication especially in EFL classroom. We often find some problems related to the use of L1 in English learning process. Sometimes, we are lack of English word in our mind that make us go back to use our L1 as the substitute word to solve our problems in communication. It is also related to some factors that

make learners use their L1 (such as: afraid of making errors, learners' confidence, and learners' anxiety). Atkinson (1987, p. 42) states that the mother tongue used in the form of translation technique is a preferred learning strategy for most learners. This idea has been expressed earlier by Danchev (1982), who states that "translation is a natural phenomenon and an inevitable part of second language acquisition even where no formal classroom learning occurs".

From those reasons, the writer conducted this study to observe what factors drive the students in Bachelor of International Primary Education from Fakultas Keguruan dan Ilmu Pendidikan year 2014 in Satya Wacana Christian University use L1 in their group discussion classroom activity, and for what purpose students use L1 in their group discussion classroom activity.

Dulay, Burt, and Krashen (1982) also state that the use of L1 has no longer cause problems. The point is, it can be valuable for the learner to use the L1 in a foreign language learning process. Auerbach (1993, pp. 10-11) states that the most important fact is that using L1 in the classroom "allows for the language to be used as a meaning-making tool and for language learning becoming a means of communicating ideas rather than an end in itself.

This study is conducted to answer the following research questions:

- What is the pattern of using L1 in group discussion activity in terms of reasons, the frequency, and the purposes?
- What are the factors driving the use of L1 in group discussion?

The primary goal of this study is to find evidence to support the theory that L1 can facilitate L2 acquisition. By conducting this study, the writer hopes that the study can (1) examine the extent of L1 use and discussion as one of classroom activity and (2) to investigate the factors that drive the students to use L1 in group discussion.

LITERATURE REVIEW

Students' use of L1 in group discussion

The use of L1 to study L2 was almost universal and readily accepted, since the language teaching emphasis on the written word above the spoken word. In Indonesia with many cities, various tribes and language, the students are often foreigners. They come from various cities with various mother tongues. Living out their L1 in the language classroom to learn L2 is difficult, even it is possible; students need to struggle more to achieve the target language use by using L2. Group discussion is the activity for the students to do the task together with the group mate. Students need to communicating and cooperating in the group to solve the task that given by the teacher. In communicating and cooperating, students sometimes find difficulties in communicate with the group mate since they lack of English words. Here, L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures.

By using L1, learners also can feel that other learners that come from different city and have different mother tongue give respect to them and invite them to be communicate together and gaining the target language in classroom. But, by neglecting L1 use for their communication skill, students will face difficulty, especially in some of class activity that L1 use could not be rejected, especially in group discussion activity where students need to communicate and speak more to other students. Tang as cited in Meghan Moharan journal about The Use of Students' First Language (L1) in the Second Language (L2) Classroom, states that L1 serves a "supportive and facilitating role in the classroom" (2002).

According to Lightbown and Spada as cited in Harry Meyer journal about The Pedagogical Implications of L1 Use in the L2 Classroom, most teachers and researchers do not doubt that students use knowledge of their first language (and other language they may be familiar with) to decipher the target language (1999: 85). From the statement above, it shows that some teachers also agree that using L1 in EFL classroom can be a good way to make students achieve the target language better. When L1 can be a tool to help learner gaining L2 as the target language better, using L1 in EFL classroom can be allowed by the teacher. Auerbach (1993: 5) state that if the L1 is allowed, and used to get to all of what is in the student, then the students will want to learn, and be more motivated to express him or herself in meaningful ways in English and feel the excitement of being able to be understood and heard.

A commonly held belief in the field of second language education is that cooperative learning maximizes second language acquisition by providing opportunities for both language input and output (Fathman & Kessler, 1993; Holt, Chips, & Wallace, 1992; Long & Porter, 1985; McGroarty, 1993 as cited in Xiaoping Liang, Bernard A. Mohan, and Margaret Early journal about Issues of Cooperative Learning in ESL Classes: A Literature Review). Group discussion looks like a promising method for promoting L1 (Indonesian) used by the students, but research needs to be conducted to find out how L1 use in cooperative learning, especially in group discussion, might affect relationships between students who come from different ethnic groups and speak different mother tongues, in their cooperative learning in group discussion in classroom activity.

Advantages and Disadvantages in using L1 in EFL classroom activity

L1 vocabulary allows students to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. By communicating and speaking more to the other students, students use L1 and L2 can be in various types. L1 allows learners to repeatedly evaluate and clarify communication with regard to choice of content and register appropriate to the task (Wells, 1999). In the group discussion in classroom activity, students are asked to communicate and cooperate more in the discussion. By using L1 to communicate with other members of the group, here the students take L1 as their tool to do the task in group discussion without forgetting about the target language in classroom, which is English.

Since the L2 is the target language in classroom, but if the students are lack of English words, the students will change and switch the language in L1 as their first language to communicate and discuss easily. Code switching in the classroom involves students substituting vocabulary items from their L1, when they have yet acquire sufficient knowledge of the L2. Code switching techniques can be an extremely useful way of employing the students' L1 to emphasize important concepts, reacquire the students' attention when they become distracted, and to praise and reprimand as required (Cook, 2001b), as cited in Harry Meyer journal about The Pedagogical Implications of L1 Use in the L2 Classroom. Code switching can also involve students using L1 to supply vocabulary items that the students unfamiliar with in a way to make students communicate easily in their group work discussion.

Anton and DiCamilla (1999) also view the L1 as a useful psychological tool in the early stages of second – language acquisition. In their study, they found that the L1 helped students

interpsychologically (socially) in providing scaffold help to each other and in establishing and maintaining common goals for tasks. It also helped the students intrapsychologically (cognitively) in regulating their own mental activity by vocalizing their inner speech. From this statement, it showed that L1 can be useful way for the students to communicating in group discussion in EFL classroom. Using L1 can help the students to be more courage in speaking to the member of the group in discuss and finish the task in EFL classroom.

By allowing the students to express themselves, while making the class more fun and help them to gain better knowledge in new L2 vocabulary, students can use L1 as their tool in classroom interaction especially group discussion. Translation or phrases in context can be useful way for the students to illustrating the differences between L1 and L2. Atkinson regards translation exercises, which highlight recently taught language items, as a useful reinforcement of the conceptual, sociolinguistic, and structural differences between L1 and L2 (1987: 244). By doing this, students will easily communicate with other students easily to achieve better understanding in L2 as the goal. According to Yamamoto and Wilson as cited in Eleanor Carson and Hidenori Kashihara journal about Using the L1 in the L2 classroom: The students speak, the L1 can be facilitating, and not just an interfering factor, to overcome the assumptions created by the first language (1997). But, in general, Kern (1994: 442) suggested that teachers and L2 learners should not view translation as "an undesirable habit to be discouraged at all costs but, rather, an important developmental aspect of L2 comprehension processes."

After considering the positive effects of L1 in classroom activities, now we refer to the negative effect that may students faced by using L1 in EFL classroom which the target language is English. People arguing for the use of L1 to be mixed with the L2 in the classroom, so the students will get the L2 as the target language easily by using L1 as the tool. Cook, (2001, p.

413) argues for judicious use of the L1 in the teaching of second/foreign languages but cautions that despite the legitimacy of using the L1 under certain conditions, “it is clearly useful to employ large quantities of the L2, everything else being equal”. In here, she pointed out that both L1 and L2 has the equal position to both students and teacher to gain L2 as the target language. If students or teacher using L1 firmly without no equal using L2 as the target language in class, it can cause the students fail to reach the target language itself as the main point or learning English as a foreign language.

Many avoidance of using L1 lies behind many teaching techniques comes from teacher and some researchers. Most teaching manuals take the avoidance of the L1 as so obvious that no classroom use of the L1 is ever mentioned; say by Halliwell and Jones (1991). Duff and Polio (1990) wind up their discussion of the high variability of L2 use in the classroom by listing suggestion for enhancing the proportion of the L2 component, not for utilizing the L1.

A related argument is the belief that L2 acquisition is usually unsuccessful, seen in a quotation such as “Very few L2 learners appear to be fully successful in the way that native speakers are” (Towell & Hawkins, 1994, p. 14). If the L2 learners want to be successful in achieving the target language, learners should using the standard of L2 and avoid the use of L1 in classroom activity.

METHODOLOGY

Context of the study

The study was conducted in International Primary Education (BIPE) program as part of Faculty of Teacher Training and Education in Satya Wacana Christian University. The major of this program is English. The medium of the instruction of the class is English, since students from this program are prepared to be an elementary teacher who will be teaching in English.

The writer only focused on one course namely Teaching Elementary Math Methods. The objective of this course is to build the students personal knowledge of best teaching practices, teaching models, and time-tested pedagogy as a discipline to learn how to become effective models of teaching and learning math in English for their future classroom.

Participants

The participants in this study were the students of International Primary Education (BIPE) program year 2014. The numbers of students from this program are 15 students. The writer focused only on the class which use group discussion in their classroom activity to be participated on this study. The writer chose the students from government program by looking on their ability in using English from the data given from the lecturer of the program.

Instrument of Data Collection

In conducting this study, the writer used two data collection methods. First, the writer used closed-ended questionnaires. Students from two classes were chosen to participate in

completing the questionnaire distributed by the writer. Students were asked to read the items and then decide to state whether they agree or disagree with the mentioned statements. By using closed-ended questionnaire, the writer hoped that the participant of this study can gain freedom to answer each specific statement of the questionnaire by putting a check on each column based on their feeling in using L1 in group discussion activity in EFL classroom. The data collected from this questionnaire will be used to answer the factors that drive the students to use L1 in group discussion and the purpose from the students in using L1 in group discussion activity.

The second instrument was a semi-structured interview. The students were chosen randomly. The data collected from this interview were used to compare responses across participants in their feeling or experience in using L1 in group discussion activity in EFL classroom. By using this interview, it is expected that it can give more data and results for this study and gain the focus of the study.

Data Collection Procedure

The data were collected after through some procedures. First, the writer asked for the permission from the dean and the coordinator of the program of the faculty to collect the data. The permission has to be done since the writer needs to collect data from this faculty. From the preliminary interview, the writer can know which class that will be participated in this study by looking on the students' activity in classroom especially in group discussion. In this section, the writer was trying to observe the way students use L1 in group discussion activity in classroom.

The second, the writer distributed the questionnaire to the students of three classes and asked the students to fulfill the questionnaire that the writer has distributed before. The next step is, the writer prepared for the interview by doing face to face interview using semi structured

interview to the students who are willing to be volunteered as the interviewee. In this section, the writer use audio recording, so the dialogues and the content of the interview can be transcript later. Interview is done in order to gather more data from the respondents that might not have included in the questionnaire before. The whole d summed up in the data collection procedure can be summed up in the diagram bellow.

Data Analysis Procedure

The questionnaire item is prepared for the students from Bachelor of International Primary Education (BIPE). All participants were selected randomly. After giving a short introduction to the project, students were asked to read the items and then decide to state whether they agree or disagree with the mentioned statements. In addition, students were encouraged to add any comments and share their suggestion in the interview section. After conducting the interview, the interview section, the writer transcribed the recording in detailed transcription to make the data collection clearer and more detailed. After that, the writer analyzed the response from the participant both in the questionnaire and the interview to find out the factors and purposes from the student to use L1 in the group discussion in classroom activity.

FINDINGS AND DISCUSSIONS

A. The Pattern of Using L1 in Group Discussion Activity

From the questionnaire and interview result, there are three patterns of using L1 by the students in group discussion activity. Those factors are:

1. The Reason for using L1 in Group Discussion Activity

Regarding students' reasons of using L1 in group discussion activity, the result from the questionnaire shows that 12 participants (75%) mentioned that they still use L1 in group discussion activity. There are some reasons that drive the participants to still use L1 in their group discussion activity. The reason include:

- L1 is easier to understood by the group member
- L1 provide a better possibility to clarify the idea
- By using L1, students can easier to understand the topic that being discussed from other student
- L1 provides a sense of security and confidence

There are two participants' excerpts that reveal the reasons. Participant A state that,

“Kan kita pakai Bahasa Indonesia sebagai bahasa utama sehari-hari, jadi kurang terbiasa menggunakan Bahasa Inggris dalam berkomunikasi. Dengan menggunakan Bahasa Indonesia, apa yang kita sampaikan akan lebih mudah dipahami oleh rekan sekelompok”

(Because Indonesian language is our daily language to communicate, so, using English to communicate with each other seems less familiar. By using Indonesian, what we want to say will be easily understandable by the group mates).

In addition, participant B also mentioned that,

“Saya menggunakan Bahasa Indonesia karena dengan menggunakan Bahasa Indonesia, saya akan lebih mudah untuk menyampaikan ide saya. Teman-teman juga bisa mengerti apa yang saya maksud dengan mudah.”

(I am using Indonesian language because by using Indonesian, it will be easier for me to deliver my idea. My friends also will easily understand what I’m talking about).

The result of the finding above shows that students using L1 to clarify their ideas and thoughts so that the group mates will easily to understand the idea and the main point of what they are talking about. As participant A mentioned before that L1 is a daily language for people to communicate, in indicates that by using L1, the students feel more confident to share their ideas. The result shows that the students use L1 as a tool to help them in sharing thoughts and idea. Furthermore, the use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the TL (Atkinson, (1987); Auerbach, (1993); Cook, (2001); Harbord, (1992); Johnson & Lee, (1987); Kang, (2008); Kern, (1989), as cited in Pan & Pan (2009)).

However, there are also 4 participants (25%) that disagree about using L1 in group discussion activity. There are some reasons that drive the participant not to use L1 in group discussion. The reasons are:

- They feel necessary to use English in ESL classroom
- They feel the need to express their idea and thoughts in English

From the interview to clarify the reasons, participant K mentioned that,

“Saya tidak menggunakan Bahasa Indonesia dalam diskusi kelompok karena saya ingin mengurangi penggunaan Bahasa Indonesia agar lebih lancar dalam berkomunikasi Bahasa Inggris nantinya”

(I don’t use Indonesian language in group discussion because I want to decrease the use of Indonesian language, so that I can be more fluent in communicate using English later on.)

In addition, participant P also mentioned that,

“Saya tidak menggunakan Bahasa Indonesia dalam diskusi kelompok karena saya sebisa mungkin berkomunikasi menggunakan Bahasa Inggris. Saya ingin bisa lebih lancar menggunakan Bahasa Inggris baik untuk mengungkapkan pendapat saya atau dalam berkomunikasi tentang apapun.”

(I don't use Indonesian language in group discussion because I want to communicate by using English. I want to be more fluent in using English whether to sharing my thoughts or in communicate about everything.)

By looking from the two statements from participants K and P above, it shows that they neglecting to use L1 in group discussion activity because their willingness to able to be more fluent in speaking English in group discussion activity. In the same line, Selinker (1992) as mentioned in Kim & Petraki, 2009) pointed out that too much depend on the L1 will give result fossilization of an interlanguage. So, the students will have difficulties to pronounce some words clearly in English if they use L1 too much.

2. The Frequency of Using L1 in Group Discussion Activity

Based on the questionnaire, it shows that 15 students (94%) often use L1 in group discussion activity and 1 student (6%) use L1 in group discussion in very often frequency.

From the interview to clarify the students answer about the frequency in using L1 in group discussion, student H mentioned that,

“Saya memang masih sering menggunakan Bahasa Indonesia dalam diskusi kelompok. Menurut saya, Bahasa Indonesia dapat membantu saya mengerti dan memahami apa yang sedang didiskusikan dan saya juga bias lebih mudah meyampaikan pendapat saya.”

(I often use Indonesian language in group discussion activity. In my opinion, Indonesian language helps me to understand about the topic that being discussed and it is also easier for me to share my thoughts.)

In addition, participant L also mentioned that,

“Saya masih menggunakan Bahasa Indonesia karena dengan menggunakan Bahasa Indonesia dalam diskusi kelompok, apa yang saya bicarakan bisa lebih mudah dipahami dengan teman-teman.”

(I still use Indonesian language because, by using Indonesian language in group discussion activity, my friends can easily understand what I’ talking about).

The higher number of responses shows that students use L1 for the communication in the group discussion. Since the participants of this study are in the English learning process, it will be beneficial for them to use L1 in group discussion activity. It shows that L1 facilitates students to communicate better by sharing their ideas or opinion in an easy way. Seng and Hashim (2006), as cited in Pan & Pan (2009), indicates that “Lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the target language”.

The result above also shows that participants are still relying in using L1 to share their ideas or opinion in group discussion with the group mates. It shows that students are too much depending on the L1, then it will give impact for their English learning process. Moreover, if the students use L1 very often, it will avoid student opportunity in learning English. So, the real impact such as, the students will find some difficulties in their speaking skill to communicate in English if they use too much L1. L2 also should be existed during the group discussion process because group discussion is part of English. As Willis puts “Explain to students that if they want to communicate in the target language they need to practice” (Willis, 1996, p. 49).

3. The Purposes of Using L1

The findings reveals that the participants use L1 in their group discussion activity in order to serve purposes namely facilitating efficient discussion and facilitating participants in delivering their ideas.

a. Using L1 To Facilitate Efficient Discussion

Based on the questionnaire, the result shows that 12 participants (75%) agree that by using L1, they can manage the time in group discussion better. There are some result that come up from the questionnaire and interview shows that students are agree about using L1 in group discussion can facilitates the efficient discussion. The results are:

- L1 can be easier to understand by group member, other group, and the teacher
- Using L1 can shorten the discussion time
- Students can be easier to deliver and sharing their thoughts by using L1

The most appearing result that stated by the students is by using L1, the message they deliver or the topics that are being discussed is understandable by the group member, the other group, and also by the teacher.

When the participant were asked about this, student E stated that,

“Lebih mudah mengerti dengan yang dibicarakan dan didiskusikan dalam Bahasa Indonesia daripada Bahasa Inggris.”

(It will be easier to understand about the thing we have been discussing by using Indonesian rather than English).

In addition, student F added that,

“Kalau saya, kita berbicara dengan Bahasa Indonesia kan otomatis kita jadi lebih sama-sama lebih mengerti, jadi kita bisa menggunakan waktunya tuh secara cepat, nggak perlu bertele-tele, sperti itu”.

(In my opinion, when we are talking using Indonesian language, we can automatically understand, so, we can use the time efficiency and no needs to wasting the time provided”.

This result indicates that L1 serves the function of facilitating tools to get the efficient of time in group discussion activity. By achieving time efficient, the group discussion can dig deeper on the topic being discussed to the wider discussion. Atkinson (1987, p. 242), as cited in Beressa (2003), offers three general reasons for allowing a limited L1 use in the L2 classroom: as a learner preferred strategy, as a humanistic approach, and as an efficient use of time.

In addition, some results also appear from the questionnaire and interview that some students are disagree about using L1 in group discussion can helps them manage the time provided.

The results are,

- English is the target language in the classroom
- Using English to train their communication ability

To clarify the answers above, participant M mentioned that,

“Kalau pakai Bahasa Indonesia terus, gimana Bahasa Inggrisnya? Bisa gak bisa ya tetap harus pakai Bahasa Inggris.”

(If we usually use Indonesian language in group discussion, how about the English that we should achieve as well? Whether we can use English or not, we still have to use English in group discussion).

In addition, student G mentioned that,

“Saya sebisa mungkin menggunakan Bahasa Inggris walaupun masih kesulitan. Ini karena BIPE mengharuskan mahasiswa berbahasa Inggris. Jadi kalau bahasa Indonesia kurang efisien,”

(As much as possible, I use English even I still have difficulties in using English. I choose to use English because BIPE requires the students to communicate using English. So, if we use Indonesian language, it will be less efficient).

By looking from the two statements above, it indicates that four students are trying to neglecting using L1 by trying to use their ability in speaking and communicate using English. It shows that some students sometimes the students are trying to explore more about their ability in

using English since mastering English is the goal of the course itself. The second one is that the participants are in the English learning process. So, they assume that by neglecting the use of L1 in group discussion can help them in mastering English better.

b. Using L1 To Facilitate Efficient Discussion in Delivering Their Ideas

12 participants (75%) agree that by using L1 in group discussion, they can be more fluent in delivering and sharing their ideas to the group mates. Participant G mentioned that,

“Lebih mudah dipahami dalam Bahasa Indonesia dan dapat langsung memahami. Jadi nggak perlu di translate, oh kata ini tuh artinya ini lho, jadi lebih efisien dan lebih cepat.”

(It will be easier to understand in Indonesian and we can directly understand. So, there is no need to translating the words, and it will be more efficient).

In addition, participant H also mentioned that,

“Karena masih belum terbiasa menggunakan Bahasa Inggris, jadi kalau misalnya pakai Bahasa Indonesia kan lebih gampang ngertinya.”

(Because I haven't accustomed in using English, so, by using Indonesia, it will be easier to understand).

This results shows that students use L1 to help them communicate in an easier way between group mates. Here, by using L1, students feel that it will make them easier to understand what the group mates are talking about. The participant feels that by using L1, they will freely communicating their ideas to the group mates in efficient way and time. Moreover, Kern (1994: 442) suggested that, “Teachers and L2 learners should not view translation as "an undesirable habit to be discouraged at all costs but, rather, an important developmental aspect of L2 comprehension processes.”

B. Factors Driving The Use of L1 in Group Discussion

There are three factors perceived by the participants and the factors that drive them to use L1 in group discussion activity. The first factor related to the activities in the group discussion itself, whether the second factor is related to the familiarity of the topics, and the third is about language-related problems.

1. The Typical Activities in Group Discussion

The results of the questionnaire below show that there were different percentages on each choice that was chosen by the participants.

Activity	Number of Students	Percentage	Rank
1. Giving suggestion	9	56%	3
2. Giving response or opinion to group mates	7	44%	5
3. Opposing opinion or idea	6	38%	6
4. Giving ideas	10	63%	2
5. Asking question related to group mates' opinion	8	50%	4
6. Clarifying opinion	11	69%	1

From the table above, we can see that students use L1 in group discussion activity mostly when they were clarifying opinions to the group mates. The second most frequent activity why students use L1 in group discussion was to giving ideas to the group mates or even the other group in the classroom. The third less frequent activity why students' use L1 was to giving suggestion about the topic that has been talking about in the discussion. Moreover, Cook (2001a:

154), as cited in Beressa (2003), added that, “in any case, the practical reasons for avoiding the first language in multilingual class do not justify its avoidance in classes with a homogeneous groups of learners; it is hard to find concrete reasons for ignoring the first language in these circumstances.

2. Familiarity to The Topic Being Discussed

In the questionnaire, 5 students (21%) stated that they use L1 to discuss about some issues or topics that are not familiar with them. The result shows that there are some topics mentioned by the students that drives the students using L1 in group discussion. The topics are:

- Curriculum,
- Topics about education,
- Development of education participant,
- Learning strategy
- Number Sense
- Understanding by Design

The most frequent topic that drives the student to use L1 in group discussion is Curriculum. Based on the interview to answer the questionnaire, participant C clarify that,

“Kalau kurikulum itu biasanya lebih mengarah ke kurikulum yang disini. Jadi kan kalau mau pakai Bahasa Inggris kita pun nggak tahu kalau seperti yang dikatakan dosen kalau kita nanti bisa pakai kurikulum di Indonesia sama mungkin acuannya Cambridge curriculum, tapi, kita tuh masih nggak tahu Cambridge curriculum itu kaya apa. Jadi mungkin kalau tentang kurikulum masih ke arah Indonesia, jadi kita pakainya bahasa Indonesia, gitu”.

(Curriculum tends to concerned more on Indonesian curriculum. But, the teacher said that we can use Cambridge curriculum as our concern. But, we still don't understand more about Cambridge curriculum. So, if we use English, we also don't know more about Cambridge curriculum. If it is about curriculum, it's still concerned in Indonesian curriculum, so we use Indonesian language).

In addition, students D added that,

“Ada beberapa istilah-istilah di bahasa Inggris yang kurang kita pahami, jadi kita kurang memakai bahasa Inggris jadi lebih memilih pakai bahasa Indonesia”.

(There are some technical terms in English that we still less understanding about, so we use English less and choose to use Indonesian language).

By looking on the students answers, it shows that L1 facilitates the students in discussing about some issue and topics that are not familiar in Indonesia. By using L1, the students can understand some of the unfamiliar topics and issue easily. In other words, L1 used to facilitates learners in order to make the students more confidence if they found less understanding about the issue or topics that has been discussed. Anton and DiCamilla (1998), as cited in as cited in Pan & Pan (2009), found that “L1 can serve as a very useful cognitive tool, providing scaffolding for students in their effort to achieve learning tasks”. In addition, Brooks and Donato (1994), as cited in as cited in Pan and Pan (2009), indicate that “The L1 enables students to negotiate meaning and communicate successfully in the target language”.

3. Language-related Problem

The students’ vocabulary mastery limitation

In addition, participant L mentioned that,

“Saya memilih menggunakan Bahasa Indonesia saat saya tidak mengerti tentang satu topik tertentu. Bagi saya itu dapat membantu saya untuk berdiskusi dengan teman sekelompok, jadi saya bisa tahu, oh ini toh maksud topik itu, dan oh ini toh yang sedang dibicarakan. Terlebih lagi penguasaan vocabulary saya masih kurang, jadi saya memilih menggunakan Bahasa Indonesia saat saya menemukan suatu kesulitan tertentu dalam diskusi kelompok.”

(I choose to use Indonesian language in group discussion when I don’t understand about certain topic. For me, Indonesian language helps me to discuss with my group mates, so that I can understand about that topic and what are being discussed. Moreover, my vocabulary mastery is still limited. So, I choose to use Indonesian language when I found difficulties in group discussion).

By looking from the statement above, we can see that L1 can help the students in some situations that difficult to the students to use the target language in that kind of situation. It shows that L1 can be a tool for the students to facilitate them when the students found difficulties in using the target language in classroom. According to Atkinson (1993), as cited in Pan& Pan (2009), “Learning a language is a difficult and often frustrating process for many students, particularly at low levels. Target language only instruction can be frustrating, but the occasional use of L1 can have a powerful, positive effect”.

This responses show that vocabulary mastery and the topic or issue being discussed are the most frequent factor that drives the students in using L1 in group discussion. Stern (1992), as cited in Beressa (2003), argues that, “Since L2 learners often use their L1 for reference, it is impossible to avoid the interference errors at any cost; rather we need to acknowledge them as a psycholinguistic given”. The second frequent factor that drives the students’ use L1 in group discussion is that their limitation in understanding grammar and using English itself. Stern added that, “We can help learners to gradually develop a new L2 reference system by demonstrating where the L1 and L2 are similar and different (be it at phonological, lexical and grammatical levels); in effect, this will aid learners to respond to the likely errors in advance (p. 297)”.

CONCLUSION

This study attempts to find out the pattern of using L1 in group discussion activity in terms of reasons, the frequency, and the purposes, and also to find out the factors driving the use of L1 in group discussion. Related to the patterns of using L1 in group discussion, this study found that L1 is easier to understand by the group member, L1 provide a better possibility to clarify the idea, by using L1 students can easier to understand the topic that being discussed from other student, and L1 provides a sense of security and confidence. Related to the frequency of using L1 in group discussion, the results showed that most of the students are still using L1 in group discussion activity. The findings revealed that the participants using L1 to facilitate efficient discussion and to facilitate the participant in delivering their ideas.

Moreover, related to the factors driving the use of L1 in group discussion, there were three factors that drive the participants to use L1 in their group discussion activities. Those factors were: (1) the typical activities in group discussion, (2) familiarity to the topic being discussed, and (3) language-related problems.

The finding of the study reveals that with limited proficiency the students prefer to use L1 rather than L2 during group discussion. Therefore, it may have possible implication to the teachers who teach the students with limited proficiency in using English. Thus, the teachers should realize that they have right to control the use language in the classroom interaction. Although the majority of the participants prefer to use L1 in group discussion so that they still can achieve the goal in learning L2 as the target language in the classroom by using L1 as a tool to help them communicate.

This study also has the limitation which is the number of participants of the study is small, only sixteen students. This study was also conducted using two kinds of research instrument which are questionnaire and focus group interview. Later, further study can develop by adding or changing the research instrument to give deeper findings about the research of L1 use in the group discussion in classroom activity.

Throughout this study, the writer realized that there are needs to develop a further study and research related the use of first language in second language classroom. Therefore, in the future, it is strongly recommended for those who want to conduct a similar study, that they can do a similar research with a broader scope involving more strategy in research (by observing the class). Overall, the writer hopes that the findings on this study can be useful on how to manage in using L1 in L2 classroom.

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APPENDIX

Kepada Peserta,

Saya ingin mengetahui lebih lanjut tentang penggunaan L1 (Bahasa Indonesia) dalam kegiatan diskusi kelompok di program Bachelor of International Primary Education (BIPE). Saya akan sangat menghargai jika Anda bisa berpartisipasi dalam penelitian dengan mengisi kuesioner ini, dan dengan demikian membantu saya mengumpulkan data untuk tesis saya.

Hal ini sangat penting bahwa Anda sebagai akurat dan jujur mungkin dengan respons Anda. Semua balasan akan tetap Anda benar-benar rahasia.

Terimakasih untuk waktu Anda!

Nama/ NIM :

No. Hp :

1. Apakah Anda menggunakan bahasa Indonesia saat diskusi kelompok dalam kelas Teaching Elementary Math Methods?
 - a. Ya
 - b. Tidak
2. Seberapa sering Anda menggunakan bahasa Indonesia saat diskusi kelompok dalam kelas Teaching Elementary Math Methods? (silahkan beri tanda X pada pilihan Anda).

Sangat Sering	Sering	Tidak Pernah

3. Apakah Anda memilih menggunakan bahasa Indonesia saat diskusi kelompok tentang topik atau isu tertentu?
 - a. Ya
 - b. Tidak

Jika Ya, topik/ isu apa sajakah itu? (silahkan tulis jawaban Anda).

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-
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4. Apakah Anda setuju dengan pernyataan dibawah ini bahwa, dengan menggunakan bahasa Indonesia saat diskusi kelompok dalam Teaching Elementary Math Methods, Anda dapat menggunakan waktu yang tersedia secara efisien?
- Ya
 - Tidak

Tolong jelaskan alasan Anda:

.....
.....
.....
.....

5. Apakah Anda setuju dengan pernyataan dibawah ini bahwa, dengan menggunakan bahasa Indonesia saat diskusi kelompok dalam kelas Teaching Elementary Math Methods, Anda dapat lebih lugas dan lancar menyampaikan ide Anda?
- Ya
 - Tidak

Tolong jelaskan alasan Anda:

.....
.....
.....
.....

6. Untuk aktifitas diskusi kelompok apa sajakah Bahasa Indonesia Anda gunakan?
(silahkan beri tanda X pada pilihan Anda)

Mengemukakan pendapat	
Memberi tanggapan atau pendapat rekan sekelompok	
Menyanggah pendapat atau ide	
Memberikan ide-ide	

Mengajukan pertanyaan atas pendapat rekan sekelompok	
Mengklarifikasi pendapat yang dikemukakan	

7. Hal-hal apa sajakah dalam diskusi kelompok dibawah ini yang membuat Anda menggunakan Bahasa Indonesia dalam kelas Teaching Elementary Math Methods?

Kurangnya pemahaman tentang topik/ isu dalam diskusi kelompok	
Kurangnya penguasaan Bahasa Inggris	

